

1264

# DEV READERS

BOOK I



418  
Sen

This book was taken from the Library of  
Extension Services Department on the date  
last stamped. It is returnable within 7 days.

---

--	--	--	--

---

Approved by the Board of Secondary Education, West Bengal, as a  
Text Book for **Class VI.**

( *Vide Calcutta Gazette, Dated the 10th November, 1955* ).

---

# DEV READER

## BOOK I

[ For Class VI ]

BY

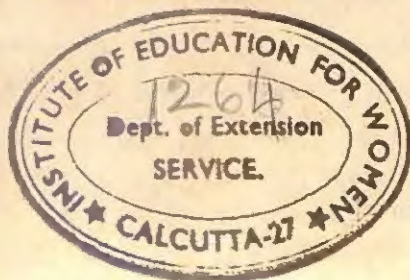
**S. C. SEN,**

M. A., B. T., Dip. in Spk. Eng.,

*Inspector of Schools ( special ), Govt. of W. Bengal*

418.  
Sen

**REVISED EDITION**





Published by  
N. C. Mazumdar  
Dev Library,  
65, Cornwallis Street,  
Calcutta—6

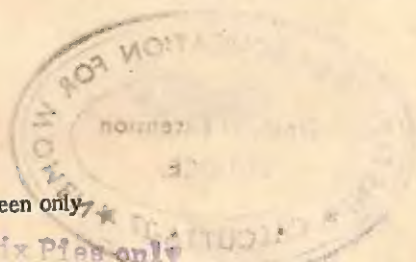
Revised Edition  
December,  
1955

Printed by  
N. C. Mazumdar  
B. P. M.'s Press,  
22/5B, Jhamapooker Lane,  
Calcutta—9

Price

Annas Thirteen only

Extra six Pies only



## PREFACE

The book complies with the requirements of the new syllabus prescribed by the Board of Secondary Education, West Bengal. The vocabulary is strictly controlled and is selected mainly from the *Service List* prepared by Dr. West. An addition of some 500 words has been made to the words already introduced through the Primer.

The lessons comprise legends, stories of bravery and adventure, accounts of sports and games, and descriptions of interesting places and peoples. The poems will be found suitable for recitation, for they have been chosen mainly for their rhythm and swing. The first consideration has been enjoyment, for if poetry is not pleasurable before everything else, it will have little permanent effect.

A book written in controlled vocabulary is at best an intellectual feat. Sometimes a word outside the controlled list has become unavoidable. Such words ( and their number is very small ) have been put in italics at the top of the lessons where

the new words introduced have also been indicated.

Every attempt has been made to make the lessons simple and interesting. The sketches help to enliven the pages and illustrate the subject matter.

Each lesson is intended to teach a rule of grammar. The entire syllabus of Grammar for Class VI has been fully covered. But grammatical definitions have been avoided so as to maintain the essentially literary character of the book. The exercises at the end of the lessons are typical rather than exhaustive, and the teacher is requested to add to them at his discretion.

The pains undertaken in the preparation of the book will be fully rewarded, if it meets the approval of the teachers of West Bengal.

**The Author**

## CONTENTS

	<i>Subject</i>		<i>Page</i>
1.	The Sun	... ..	1
2.	<i>The Sun Goes Down</i>	... ..	3
3.	Our Garden	... ..	4
4.	The Wicked Cow-Boy	... ..	6
5.	The Bull-Fight	... ..	9
6.	<i>I Wish</i>	... ..	12
7.	The Snail Goes to China	... ..	14
8.	The Belly and the Other Limbs	... ..	17
9.	<i>Too Clever</i>	... ..	19
10.	The Legend of the Stupid Princes	... ..	22
11.	A Football Match	... ..	25
12.	The Hare and its Split Lip	... ..	28
13.	The Olympic Games	... ..	32
14.	Pilot John Maynard	... ..	35
15.	<i>Robin</i>	... ..	38
16.	Steam Engine	... ..	40
17.	<i>The Rainbow Fairies</i>	... ..	43
18.	Games and Sports	... ..	45
19.	The Story of the Ramayana	... ..	50



	<i>Subject</i>		<i>Page</i>
20.	<i>My Country</i>	...	54
21.	A Hero of Bengal	...	56
22.	A Great Scholar	...	59
23.	The Flag of India	...	61
24.	A City of Palaces	...	64
25.	<i>The Butterfly</i>	...	67
26.	The Seasons	...	69
27.	Japanese Children	...	72
28.	A Story from the Mahabharata	...	75
29.	The Arab	...	79
30.	<i>Ali's Right with the World</i>	...	82

---







# DEV READER

## BOOK I

### LESSON 1

## THE SUN

heat	set	plant	towards
fire	just	grow	work
shine	light	dark	rest



It is morning. The sun is just rising in the east. The sun looks like a big red ball. It is a big ball of fire. The sun is much bigger than the earth. It is far away from us. So it looks very small.

All day the sun shines in the sky. It gives us heat and light. It makes our plants grow. If there were no sun, all would be dark and cold.

The sun rises higher and higher in the sky. At noon it is just over our head. Then it goes down towards the west.

When the sun sets, the day is over. Then it is night. Day is the time for work, and night is the time for rest.

### Exercise

1. Say :—

- (1) Where does the sun rise ?
- (2) What would happen if there were no sun ?
- (3) Where is the sun at noon ?

2. Pronunciation :—

- (i) Mark the different sounds of the vowel *o* :—  
Hot, look, noon ( short sound ); so, go, over ( long sound ).
- (ii) The vowel *e* and *a* sometimes go together :—  
East, heat, head, earth.

Grammar :—

*Sun, ball, earth*—These are naming words or *Nouns*. So also are *Calcutta, the Ganges, gold, class, kindness*. Now read the lesson again and find out the Nouns in it.

---



LESSON 2  
THE SUN GOES DOWN

peep	revel	world	flit	shadows
slim	fast	quiet	wood	stepping
fays	elves	dark	park	asleep

The sun goes down,  
The stars peep out,  
And long slim shadows  
Flit about.

In velvet shoes  
The quiet dark  
Comes stepping soft  
O'er wood and park.

And now the world  
Is fast asleep ;  
And fays and elves  
Their revels keep.

*E. Gould*

**Exercise**

1. Say :—

(i) How does the dark come ?

(ii) Who keep their revels when the world is asleep ?

2. Say the poem from memory.

---

# LESSON 3

## OUR GARDEN

beautiful	plants	sweet	grass
garden	front	lovely	buds
yellow	bloom	queen	sight
stars	pretty	rose	pot

I have a garden. It is a pretty garden with soft, green grass. It is in front of our house. The house looks lovely with the garden in front of it.



Many flowers grow in our garden. Here and there, over the grass, beautiful flowers stand out like stars. The rose is the best of them all. It is the queen of flowers. There is no flower as beautiful as the rose. There are red, yellow and white roses in our garden.

Every day after school, I work in the

garden. I have a nice little pot for watering the plants.

There are small buds on almost every plant. The buds will get bigger. Then they will open and beautiful flowers will come out. It is a lovely sight to see our garden when all the flowers are in bloom.

### Exercise

Say :—

1. What do you grow in your garden ?
2. Which is the best of flowers ?
3. When do you work in your garden ?

Grammar :—

1. Read :—A *pretty* garden. *Green* grass. *Beautiful* flowers. The words *pretty*, *green*, *beautiful* are describing words and are called Adjectives.

2. Pick out the Adjectives in the above lesson.
  3. Put describing words or Adjectives in the blank spaces :—
    - (i) I have a — garden.
    - (ii) The buds are — .
    - (iii) Some roses are — , and some are — .
-



## LESSON 4

# THE WICKED COW-BOY

fun	tend	cowherd	cow-boy
help	people	trick	wicked
kill	laugh	field	began

Once upon a time there was a wicked cow-boy. He used to tend his cows in a field.

One day he wanted to have some fun. He cried out, 'Tiger ! Tiger !'

People heard his cry and ran to his help. But when they came to the field, they found no tiger there. The boy laughed at them.

A few days after, he again played the same trick. And this time the men did not at first want to go to his help. But the boy still cried, "Tiger ! Tiger ! Help ! The tiger is killing my cows !"

At last some people came to help



the boy. They found no tiger there, and the boy laughed at them.

At last, one day a tiger did come to the field, and began to kill the cows.

The cowherd cried out, 'Tiger ! Tiger !' But no one came to his help that day.

Everyone thought that the wicked boy was making fun of them. The tiger killed a number of cows and the cow-boy too, and then went away.

Is it not bad to tell a lie even in fun ?

### Exercise

#### 1. Say :—

- (i) Where did the cow-boy tend his cows ?
- (ii) What did the cow-boy do to make fun ?
- (iii) What did the people find when they came to his help ?
- (iv) Why did not the people come to his help, when the tiger really came ?

#### 2. Supply the missing words in the following gaps :—

- (i) He used to — his cows in the — .
- (ii) The tiger is — my — .
- (iii) The boy — at them.

**Pronunciation :—**

Mark the different sounds of the vowel 'i' in 'him,' 'still' ( short 'e' sound), 'time', 'tiger' ( diphthong 'ai' sound ), 'field' ( long 'e' sound ).

**Grammar :—**

1. Read :—There was a cow-boy. *He* used to tend cows in a field.

The word *he* stands for the Noun 'cow-boy'. It is a *Pronoun*.

*I, we, he, she, they, it* are Pronouns.

2. Pick out the Pronouns in the above lesson.

3. Put Pronouns in the blank spaces :—

(i) There was a cow-boy ; — was very wicked.

(ii) The men came running, but — did not find a tiger.

(iii) One day a tiger came ; — killed the boy.

---



## LESSON 5

### THE BULL-FIGHT

sport	fence	watch	angry
bull	fond	famous	wave
charge	enter	pretend	brave
ring	ground	cruel	seat
mask	outside		

*a pretty long time*

*get the better of*

Have you heard of Spain ? It is in Europe. It is a land of sun-shine and flowers. The people of Spain are brave and fond of sports.

If you go to Spain, you will surely like to see a bull-fight. Spain is famous for its bull-fights. Hundreds of people go to see this sport.

A ring is made by putting a fence round a piece of ground. Outside the ring there are rows and rows of seats. Many men and women watch the sport from these seats.

On the day of the sport a bull is sent into the ring. Then a man enters the ring with a red cloth in his

hand. He waves it at the bull. The red cloth makes the bull angry and it charges the man. The fight goes on for a pretty long time. The bull



tries to butt with its head and the man tries to get the better of the bull. At last the bull gets killed.

You may call it a cruel sport, but the men of Spain are very fond of it.

Sometimes little boys play at bull-fight. One boy puts on a kind of mask

which has two horns. He is the bull. He goes down on his hands and knees, and butts with the horns. Another boy pretends to fight him. A crowd cheers while they fight. This is great fun, and it hurts no one.

**Exercise****Say :—**

1. What kind of a land is Spain ?
2. What do you know of bull-fights ?
3. How do little children play at bull-fights ?

**Grammar :—**

Read :—If you *go* to Spain, you will *see* a bull-fight. The red cloth *makes* the bull angry.

Here the words *go*, *see*, *makes* tell us about *doing* something. Such 'doing words' are called *verbs*.

1. Pick out the Verbs in the above lesson.
2. Fill up the blanks with Verbs :—

(i) Men and women — the sport.

(ii) A man — a red cloth.

(iii) The man — the ring.

The words in the following sets are not in their proper order. Re-arrange them in the form of sentences :—

(i) sun-shine, is, Spain, a land, of.

(ii) angry, cloth, the, red, makes, bull, the.

(iii) bull-fight, at, play, boys, little.

---

I wish I had a little train  
 To go to town and home again.  
 And if I had a sailing-boat  
 I'd use it with my sailor coat.  
 But what's the good of wanting any,  
 When all I have is just a penny.

### Exercise

Say the poem from memory.

### Grammar :—

Note the use of *a* and *the* in the following sentences :—  
 1. Have you ever seen *a* sailing-boat ?  
 2. Do you see *the* 'sailing-boat' in the picture ?

In the first sentence the 'sailing-boat' is left indefinite. So the indefinite article '*a*' is used before it. But in the second sentence a *particular* sailing-boat is indicated. So the definite article *the* is used before it. *A* and *an* are indefinite articles. *The* is a definite article.

Now fill up the blanks with either *a* or *the* :—

1. I had once — toy balloon.
2. This is — penny I had in my pocket.
3. I saw — train yesterday.
4. Is this — sailor coat you had from — market ?



# LESSON 6

## I WISH

aeroplane	motor-car	fetch	sail
orange	sailing-boat	ride	penny



I wish I had an aeroplane  
 To fetch my oranges from Spain.  
 I wish I had a motor-car  
 To ride in when I go too far.

## LESSON 7

# THE SNAIL GOES TO CHINA

hardly	cross	world	hop	sigh
please	eager	round	skip	plight
carry	slow	leave	jump	happy
home-sick				

### I

A snail moved ever so slowly that he could hardly cross the road. He was eager



to go to the other side and see the world, but he was much too slow. At last, one day, a frog came hopping along. The snail said gently, "Dear frog, will you please take me to the other side of the road?"

"I do not carry any one," said the frog, "but I shall take you across."

So the snail got up on the back of the frog. They

had not gone far when the snail asked, "Have you been round the world?"

"Many times," said the frog. "I can take you to China right away." And before the snail could stop him, he was off like the wind. Hop, skip and jump; hop, skip and jump. At last they were in China.

## II

The snail now got down from the back of the frog. "I have to leave for Tibet in a minute," said the frog, and went leaping quickly away.

The snail looked round him and saw nothing new. He felt that China was much the same as home, and so he felt homesick.

"How shall I ever get back to my country?" cried he, and began to sigh.



At last, a blue bird was deeply moved to see his plight and brought him home.

The snail was now very happy.

"The world may be very fine," said he, "but a slow snail is happier at home."

### Exercise

Say :—

1. What did the snail say when a frog came hopping along ?
2. How did the snail feel after reaching China ?
3. Who brought him back ?
4. What did the snail say on reaching home ?

Grammar :—

1. A snail moved *slowly*.

The word *slowly* is an Adverb. In the same way *gently*, *quickly*, *very* are all adverbs, because they indicate manner, extent or degree.

2. Fill up the blanks with Adverbs :—

(i) A snail moved — .

(ii) The snail was — happy.

(iii) The frog went leaping — away.

3. Pick out the Adverbs in the lesson.
-

## LESSON 8

### THE BELLY AND THE OTHER LIMBS

limbs	belly	quarrel	strength
idle	taste	chew	nothing
food	use	seems	tongue
	move	teeth	

*to go without      for want of      of no use to.*

*Pronunciation : limb (lim)*

Once the other limbs had a quarrel with the belly.

All the limbs work hard. They work hard to get food for the belly. But the belly seems to do nothing. It only takes in the food and sits idle.

So one day the other limbs said to the belly, "We will not work for you. You are idle and of no use to us."

The eyes said, "We will not find food for you."

The legs said, "We will not move to get any food for you."

The hands said, "We will not take any food to the mouth."

The tongue said, "And I will not taste it."



The teeth said, "We will not chew it."

And so said the other limbs also.

So the belly went without food for many days. But soon the body grew weak and thin for want of food. The hands, the legs and the other limbs also lost their strength.

Then they found that the belly was also a useful part of the body. And they did not quarrel with it again.

### Exercise

Say :—

What do these do for the belly ?—

- (a) The eyes
- (b) The legs
- (c) The hands
- (d) The tongue
- (e) The teeth.

Grammar :—

Fill in the blanks with *what*, *who*, *why*, or *which* :—

- (1) .....at the door ?
  - (2) .....are you late ?
  - (3) .....subject do you like best ?
  - (4) .....is your pencil ?
-

LESSON 9

TOO CLEVER

learned	prove	smart	toasted
plain	leave	add	loaves
papa	show	dish	dinner

Ned came from school the first half-year,  
As learned as learned could be,  
And wished to show to all around,  
How smart a boy was he.

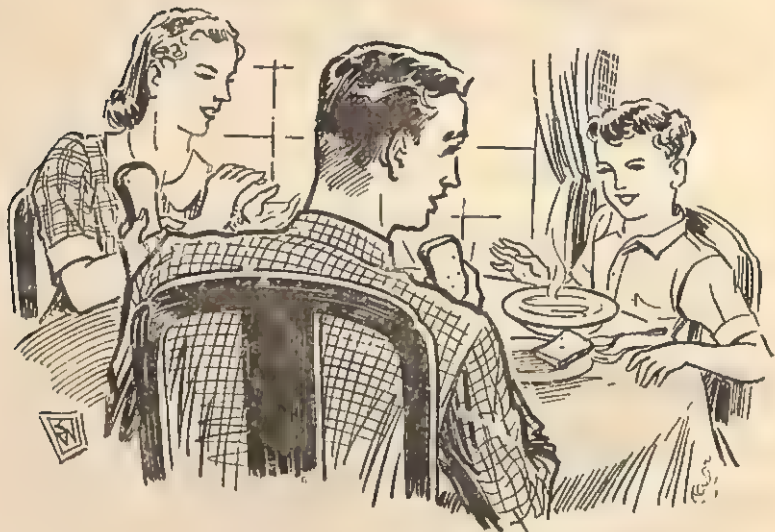


And so at dinner he began—

“Papa, you think you see

Two toasted loaves on that dish ;  
Now I will prove them three !

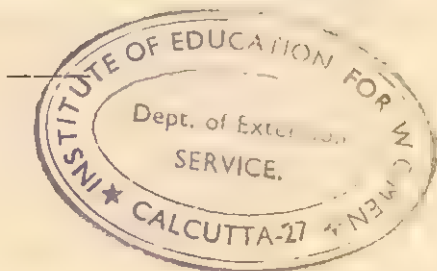
First, this is one and that is two,  
As plain as plain could be ;  
I add the one unto the two,  
And two and one make three—,”



“Just so,” then answered his pa ;  
“If what you say is true,  
I’ll take the first, your mamma the next,  
The third we shall leave for you !”

**Exercise****Say :—**

1. What did Ned tell his Papa at dinner ?
2. How did he try to prove two toasted loaves to be three ?
3. What was his Papa's reply ?
4. Do you think Ned was very clever ?
5. Say the poem from memory with action.
6. Fill up the blanks with rhyming words :—
  - (a) Two little boys walked into town  
Their coats were grey, and their eyes were——.
  - (b) Ned at the table ate on and on,  
Till every crumb of bread was——.
  - (c) Ned and his friends, when the feast was done,  
Crept home quietly one by——.
7. Use the right verb :—
  - (a) Ned ( talks, reads, sings ) in a school.
  - (b) He ( eats, chews, drinks ) tea.
  - (c) He ( carries, takes, feeds ) an egg every morning.



# LESSON 10

## THE LEGEND OF THE STUPID PRINCES

several	palace	charge	pundit
stupid	teacher	story	group
learned	prince	beast	famous
among	land	deer	wisdom

*Neither...nor*

Long ago there lived a king, named Sudarsana. He had several sons and they were all stupid. They could neither read nor write. The king did not know what to do with his sons. "O God !" said the king to himself. "What shall I do with my stupid sons ?"

Then one day the king called all his learned men to his palace. The king said, "Is there no one among you who can teach my sons to be wise and good ? Is there no wise teacher in the land ?"





"I can teach the princes," said a pundit. "O king, put your sons in my charge and I shall teach them to be wise and good."

"My sons do not like to read and write," said the king. "How will you teach them to be wise?"

"I will only tell them stories," said the pundit. "I will tell them about the crow and the deer, the fox and the lion. I will make beautiful stories out of the lives of birds and beasts. These stories will teach wisdom to the princes."

And that was how a group of famous tales came to be told. The pundit was Visnusarma and you can read his stories in the *Panchatantra*.

### Exercise

Say:—

1. What did the king say to the learned men?
2. What did the pundit say when the king asked for a teacher for his sons?
3. How did the pundit propose to teach the princes to be wise?
4. Who was the pundit, and what is the name of his book of stories?

**Composition :—**

Read the following phrase :—

as black as *coal*.

Now fill up the blanks in the following phrases :—

as white as.....

as cold as.....

as slow as a.....

as busy as a.....

as sly as a.....

**Grammar :—**

- (a) The king called the pundit *to* the palace.

In this sentence the word *to* is a Preposition, for it shows the relation between *called* and *palace*. *To, in, at, on, upon*, etc. are Prepositions.

- (b) I shall tell stories of birds *and* beasts.

In this sentence the word *and* is a Conjunction, because it connects *birds* and *beasts*. *And, but, for, since*, etc. are Conjunctions, because they join together words or sentences.

- (c) *Oh!* what shall I do with my stupid sons?

In this sentence *Oh!* is an Interjection. It expresses some sudden feeling. *Ah! Alas! Hurrah! Hush!* are Interjections.

Point out *three* Prepositions, *three* Conjunctions and *one* Interjection in the above lesson.

---

## LESSON 11

### A FOOTBALL MATCH

sportsman	team	gallery	coin	next
ground	news	captain	toss	goal
indeed	crowd	cheering	kick	score
nowhere	centre	draw	shoot	save
maidan	after-noon	goal-keeper	whistle	(wi'-sl)

*in fine form*

*up and down*

Mani was a keen sportsman. One day his father said, "Mani, how would you like to see a football match? To-day the Mohan Bagan team plays with East Bengal. I have a mind to take you to the ground."

This was good news, indeed. So at five in the after-noon Mani was sitting in the gallery by his father's side. He had never seen such a big crowd before.

Mohan Bagan entered the field with the ball in the air. The captain had kicked it high up in the sky. The East Bengal team came in next. The two

captains shook hands and a coin was tossed. Then the play began.

What hard kicking ! The ball was again in the air. Now it was at the goal mouth. Mohan Bagan was going to score. But the East Bengal goal-keeper made a good save. What loud cheering !



Now the East Bengal side was moving up with the ball. The ball passed from centre to right, from right to left over the air.

Now shoot ! But the Mohan Bagan right back came from nowhere and made a fine save. The crowd cheered loudly again. Up and down, up and down, went the ball. The players moved in fine form. At last the whistle blew and the crowd cheered. The game had ended in a draw.

Mani came back home. He had spent a fine day in the *maidan*.

**Exercise****Oral :—**

1. What did Mani's father say to him ?
2. Where was Mani at five in the after-noon ?
3. How did the game end ?

**Written :—**

1. Write a few lines about the game.
2. Use in sentences of your own :—  
up and down, again and again, in fine form.

**Grammar :—**

The word *Father* is of masculine gender but *Mother* is of feminine gender. The word *football* is of neuter gender, but the word *child* is of common gender.

Name the gender of the nouns in the above lesson.

Give the gender of the following :—

sister, boy, table, student, maid-servant.

**Grammar Drill**

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
boy	girl	hunter	huntress
gentleman	lady	master	mistress
husband	wife	hero	heroine
man	woman	bull-calf	cow-calf
son	daughter	he-goat	she-goat
uncle	aunt	man-servant	maid-servant

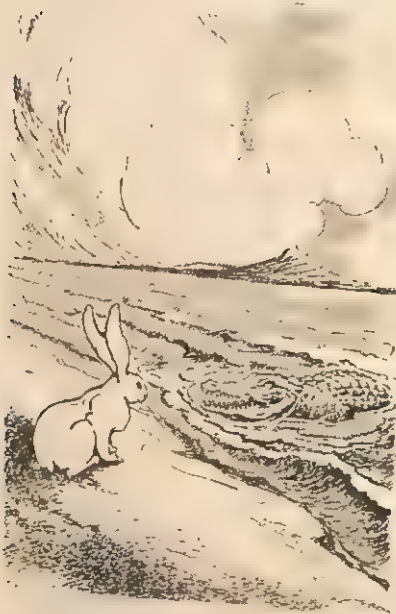


## LESSON 12

# THE HARE AND ITS SPLIT LIP

split	island	off	creature	lip
coast	idea	crocodile	shout	legend
main	lone	shore	count	hare
lovely	sea	number	obey	across
peep	pity	thank	stretch	

You may have been told that the hare has a split lip. But do you know how it came to have its lip split? Here is a fine legend about the hare and its split lip. Parents in Japan tell this story to their children.



great joy. But one thing made him sad ; he had never

seen the main land of Japan. He felt ever so lonely. He longed to get across. But how could he ?

One day, while looking at the mainland, he saw a head peeping up above the water. It was the head of a crocodile. And crocodiles are very foolish. So the little hare had an idea. He called out to the crocodile.

"You are a lone creature in this big sea. How I pity you !"

"No, I am not alone," replied the crocodile. "There are lots of crocodiles in this sea."

"How many may there be ?" asked the hare. "I think there are more hares on this island than there are crocodiles in the sea."

"No, there are more crocodiles."

"No, there are more hares."

And so the quarrel went on.

At last the hare said, "You go and bring all the crocodiles together. Let them come to this shore and I shall tell their number."

Next day the sea was full of the heads of crocodiles.

"Get into a line, nose to tail," shouted the hare, "so that I may count you."

The crocodiles obeyed and stretched one behind another until they reached the mainland of Japan.

"That's good,"  
said the hare.

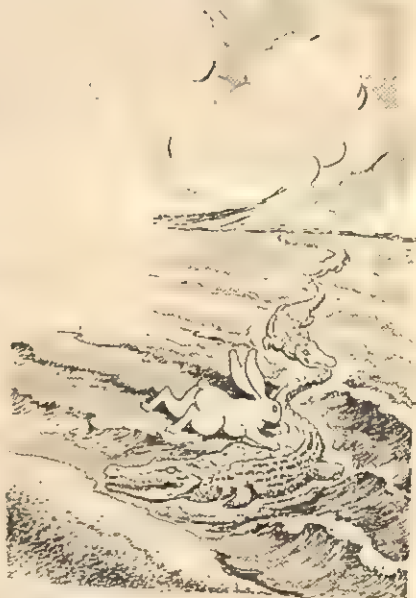
"Now I will count  
you all."

So saying he  
jumped on the back  
of the first crocodile.  
Then he jumped  
from one crocodile's  
back to the other,  
counting as he  
jumped. At last  
off the back of the

last crocodile he jumped on dry land. Then he  
turned and laughed.

"Ha ! ha ! That was all I wanted. Kind croco-  
diles ! I must thank you for getting me across. Ha !  
ha ! he ! he !"

And he laughed so much that he split his upper  
lip. That is why, to this day, all his children have  
a split upper lip, too.



**Exercise****Answer :—**

1. Why was the hare sad ?
2. What did he see one day ?
3. What did the hare ask the crocodiles to do ?
4. How did he count the crocodiles ?
5. How did the hare split his lip ?

**Grammar :—**

The word *Crocodile* is in Singular Number because it indicates only *one* crocodile ; but the word *crocodiles* is in Plural Number, because it means *more than one* crocodile.

Give the Number of the Nouns in the above lesson.

**Grammar Drill**

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
class	classes	roof	roofs
bench	benches	man	men
brush	brushes	foot	feet
potato	potatoes	mouse	mice
bamboo	bamboos	ox	oxen
baby	babies	child	children
city	cities	sheep	sheep
thief	thieves	deer	deer
leaf	leaves	son-in-law	sons-in-law
chief	chiefs	brother	{ brothers brethren

## LESSON 13

### THE OLYMPIC GAMES

plain	sacred	boxing	winner
summer	quarrel	wrestling	honour
poem	gown	heroic	procession

The ancient Greeks were a brave people. They tried all means to keep themselves fit. So they loved sports and games. Once in every four years, people from all parts of Greece came to the plain of Olympia to hold games and sports. The first Olympic games were held nearly three thousand years ago. The games were held in summer and the Olympic month was very sacred to all Greeks. They would not fight or quarrel in this month.

At first there was only a foot race in the Olympic games. Then there were wrestling, boxing, long jumps, spear throwing and other sports. For many years the winner of the foot race was the Olympic hero. He was held in high honour. Poems



were written to sing his glory and he was taken out in a procession.

But what prize did the hero win? He did not get any money or costly prize. That would be low indeed. He got a crown of laurel. The heroic Greeks showed their strength and skill only for a few green leaves.



### Exercise

**Answer :—**

1. Where did the Greeks hold their Olympic games?
2. When were the games held?
3. How did the Greeks observe the Olympic month?
4. What prize did the Olympic hero win?

**Grammar :—**

Note the following sentences :—

- (1) The Greeks *were* a brave people. (2) He *runs* a race.  
(3) The hero *will win* a prize.

In (1) the verb is in the past tense because it indicates past time.

In (2) the verb is in the present tense because it indicates present time.

In (3) the verb is in the future tense because it indicates future time.

Rewrite the following sentences in the present tense :—

(a) The Greeks were a brave people.

(b) They ran a race.

(c) They showed their strength.

### Grammar Drill

<i>Present Tense</i>	<i>Past Tense</i>	<i>Present Tense</i>	<i>Past Tense</i>
arise	arose	find	found
bear	bore	fly	flew
become	became	get	got
bid	bade	give	gave
bite	bit	go	went
blow	blew	grow	grew
break	broke	hold	held
come	came	know	knew
dig	dug	ride	rode
drink	drank	rise	rose
drive	drove	see	saw
fall	fell	sing	sang
fight	fought	win	won

## LESSON 14

### PILOT JOHN MAYNARD

harbour	towards	captain	post	boiler
reach	pilot	peacefully	panic	ring
burst	beyond	suddenly	passenger	roar
blown	board	spread	wild	form

*to catch fire to hold on to give up to be blown to pieces*

The man, who brings a ship into harbour or takes her out of it, is called the pilot. The safety of the ship depends on him.

John Maynard was such a pilot. One day he left home to bring a big ship into harbour. It was a dark night, and not a star could be seen in the sky. The great ship was making her way towards the harbour which was not far off. The men and women on board were sleeping peacefully.



Suddenly there was a wild cry. The ship had

caught fire, nobody knew how. The people were mad with panic. Then the captain cried out, "We need not give up hope. There is one man who can yet save our lives ; it is the pilot. If he can hold on to his post for ten minutes more, we shall all be safe."

He asked John Maynard if he was at his post. Maynard replied, "Yes."

The ship was now nearing land, but the fire spread so fast that the people began to give up hope. But John Maynard was still at his post, though the fire had formed a ring round him. At last the ship reached the harbour. Boats were waiting and the passengers jumped into them. Nobody thought of the poor pilot.

When all the men, women and children had jumped out of the ship, Maynard tried to come out. Just then the boiler burst with a loud roar and the brave pilot was blown to pieces.

John Maynard's little son was waiting at home. He saw his father no more. But John Maynard had helped many mothers to get back their sons.

**Exercise****I. Say :—**

- (i) Who is a pilot ?
- (ii) Why was there a wild cry in the ship ?
- (iii) What happened to Maynard at last ?

**Composition :—**

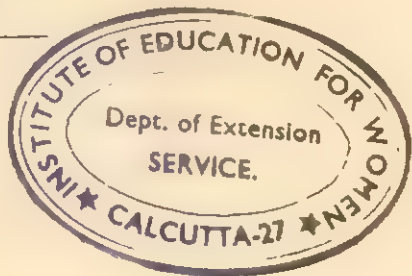
Write a few lines about Maynard's daring act.

**Grammar :—**

Turn the verbs in the following sentences into the future tense :—

- 1. John Maynard was a pilot.
- 2. He left home.
- 3. The ship was at the harbour.
- 4. He held to his post.
- 5. The brave pilot was blown to pieces.

Note that every part of a name begins in a capital letter,  
*e. g.*, John Maynard.



## LESSON 15

### ROBIN

summer

wintry

spring

might

autumn

weather

praise

bright

thanks

seem

Robin sang sweetly

When the days were bright :

"Thanks, thanks for summer !"

He sang with all his might.



Robin sang sweetly,

In the autumn days,

"There are fruits for every one ;

Let all give praise !"



In the cold wintry weather,  
Still hear his song :  
"Somebody must sing," said Robin,  
"Or winter will seem long."

When the spring came back again,  
He sang, "I told you so !  
Keep on singing through the winter ;  
It will always go."

### Exercise

1. Answer :—

- (i) What did Robin sing in autumn ?
- (ii) What did he sing in wintry weather ?
- (iii) What did he sing when the spring came back ?

2. Say the poem from memory.

3. Use the right verb in the following :—

- (i) He ( shouts, sings, cries ) sweetly.
  - (ii) He ( eats, chews, drinks ) milk.
  - (iii) I ( walk, run, stand ) slowly.
-

## LESSON 16

# STEAM ENGINE

rails	built	useful	mines	miles
steam	wonder	speed	toiled	spoon
engine	travel	iron	lid	watch

*in front of*

*up and down*

James Watt was an English boy. One day he sat in front of the fire. He watched the kettle boil.

He saw the lid of the kettle jumping up and down.

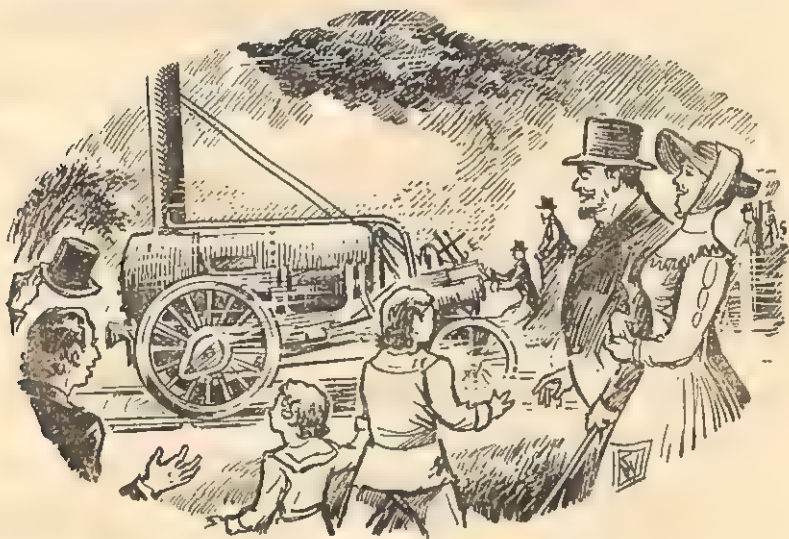


He tried to hold it down with a spoon. But the lid kept jumping. So he could not hold it down.

"Steam is very powerful," he said to himself. "It will do some useful work."

As he grew older, he tried to make steam do some work. He toiled hard and made a steam engine. The engine was used in mills and mines. It did not run on rails.

Again, an Englishman, named George Stephenson, made another engine. It drew a train which ran on



rails. It was a wonder to the people. They called it 'the iron horse'.

Trains go much faster now than they did then. Big engines have been built to travel at a great speed. Trains can now run even a hundred miles an hour.

James Watt and George Stephenson thus made steam the helper of man.

### Exercise

Say :—

1. Who was James Watt ?
2. What did he see ?
3. What did James Watt make with steam ?
4. What did Stephenson's engine do ?
5. What did the people call it ?

Make sentences with :—Up and down ; hold down ; engine.

Grammar :—

The *people* watched *Stephenson's engine*.

In this sentence the subject *people* is in the Nominative case.

What did the people watch ?—*engine*. So 'engine' is in the Objective case. *Whose* engine ?—*Stephenson's*. So 'Stephenson's' is in the Possessive case. The answer to the question *whose* ? helps to find out the Possessive.

Name the case of the Nouns in the following sentences :—

1. James watched the kettle.
  2. James made an engine.
  3. James's engine drew a train.
-

## THE RAINBOW FAIRIES

bump	folk	violet	yellow	sunbeam
mind	row	indigo	orange	gown

Two little clouds one summer's day  
 Went flying through the sky ;  
 They went so fast, they bumped their heads,  
 And both began to cry.

Old Father Sun looked out and said :  
 "Oh, never mind, my dears,  
 I'll send my little fairy folk  
 To dry your falling tears."

One fairy came in violet,  
 And one wore indigo ;  
 In blue green, yellow, orange, red—  
 They made a pretty row.

They wiped the cloud-tears all away,  
 And then, from out the sky,  
 Upon a line the sunbeams made,  
 They hung their gowns to dry.

*L. M. Hadley.*

**Exercise****Answer :—**

1. What happened to the two clouds one summer's day ?
2. What did father Sun say ?
3. In what colours did the fairies come ?
4. Where did the fairies hang their gowns to dry ?

**Punctuation :—**

1. Note the use of the full stop ( . ) in the following :—

(i) Two clouds went flying through the sky. The sun looked out at them.

(ii) He is Mr. N. C. Ray, M. A.

2. Note the use of the question mark ( ? ) :—

Why did the clouds fly so fast ?

3. Note the use of quotation marks :—

The sun said, "Oh, don't cry."

Use full stops, capital letters, quotation marks and question marks where necessary :—

two little clouds began to cry father sun said why do you cry they replied we have bumped our heads you have bumped your heads have you well I shall send the fairies to dry your tears.

---



LESSON 18  
GAMES AND SPORTS

mild	exercise	sports	regular	difficult
cricket	swimming	keen	practise	pleasure
sickly	examination	arrears	form	game
<i>to make up</i>		<i>to be hard pressed for</i>		
<i>to be keen on</i>		<i>at the same time</i>		

Teacher : Boys, let us talk about games and sports today.

Do you play every day, Anil ?

Anil : Yes, sir. I play every afternoon on the school-ground.

Teacher : Which game do you like best ?

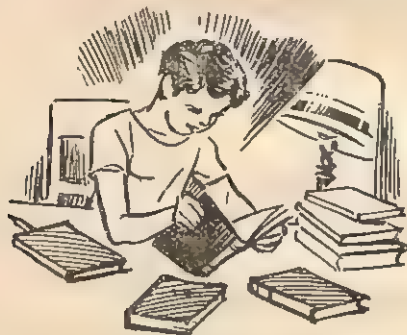


Anil : I like football best. But I also play Ha-du-du and cricket.

Teacher : That's good. But Ramen, you look very

sickly. I don't think you take regular exercise.

Ramen : I am sorry, sir, but I find no time for exercise. Our examination is only



a month from now, and I have not been too well. I have always arrears to make up.

Teacher : Well, Ramen, you get ill only because you don't take regular exercise. If you are hard pressed for time, you need not play football, cricket or Ha-du-du. But you can always play games like basket ball and volley ball.

Haren : What do you think is the best form of exercise, sir ?

Teacher : It is difficult to say. Swimming is one of the best forms of exercise. It exercises all parts of the body.



Haren : What do you think about walking, sir ?

Teacher : Walking is a very good exercise. But it is very mild, and it exercises only the legs. You have to walk a long way to get a good exercise.

Bimal : I like running. I practise for the races.

Teacher : That is also a good exercise. But it is better to take exercise in the form of a game. If you walk or run every day for the sake of exercise, you won't feel pleasure in it. But if you are keen on

some game like football or cricket,  
you will feel pleasure in it, and at



the same time you will get some good  
exercise.

### **Exercise**

**Say :--**

1. What game do you like best ?
2. How does walking exercise our body ?
3. Why do you call running a good form of exercise ?

**Pronunciation :—**

Exercise ( eks'ér-sise ), pleasure ( plezh'ár ), practise ( prak'tis ), ought ( awt ), walk ( wawk ).

**Grammar :—**

Ramen *kicks* the ball.

Ramesh *plays* every day.

In the first sentence the verb is *Transitive*, because the action of 'kicking' does not stop with Ramen but passes on to the *ball*.

In the second sentence the verb is *Intransitive*, because the action of *playing* stops with Ramesh.

Point out the verbs in the following sentences and say whether they are Transitive or Intransitive :—

1. I play Ha-du-du.
  2. I am sorry.
  3. Swimming is good for health.
  4. Haren loves cricket.
  5. He hits the ball.
  6. Ramen walks in the morning.
  7. Mina watches the game.
  8. He laughs loudly.
  9. The ball hits the bar.
-

## LESSON 19

# THE STORY OF THE RAMAYANA



island	verandah	devoted
princess	promised	forest
throne	married	sorrow
demon	rescued	step-mother
prisoner	remind	arrow

It was a summer evening and Grandma was sitting in the verandah all alone. The lamps were not yet lit. The children came after their play and sat round her. They asked her to tell them a story. So grandmother began.

Long, long ago there lived a king named Dasaratha. He was the king of Ajodhya. He had three queens and by them he had four sons. The eldest was named Rama, who married a beautiful princess named Sita.



Kaikeyi was one of Rama's step-mothers. She was a very wicked woman. Once Dasaratha had promised to grant her two requests. Now, when it was time to put Rama on the throne, Kaikeyi reminded Dasaratha of his promise. The king must grant her requests.

First, she wanted Rama to go to the forest for fourteen years. She also wanted the throne for her own son, Bharata.

Dasaratha was a very truthful king. So he promised to send Rama into exile. But he felt great sorrow in his heart, because he loved Rama dearly.

Rama then went into the



forest with Sita, his wife, and Lakshmana, his younger step-brother, who was much devoted to him.

Now, to the south of India there is an island called Lanka. There lived Ravana, the ten-headed demon of great strength. While in the forest, Sita was carried away by Ravana, and was kept as a prisoner in his palace.



Rama grew very angry. He with his devoted follower Hanumana, and his brother Lakshmana, fought Ravana with bows and arrows and killed him. Thus Sita was rescued.

After fourteen years in the forest Rama came back to Ajodhya and got back his throne.

The story of Rama is made into a poem which is called the *Ramayana*. Every Indian knows the story of Rama. The *Ramayana* is also the favourite poem of all Indians.

### Exercise

1. Say :—

- (1) Where did King Dasaratha reign ?
- (2) Who was Kaikeyi ?
- (3) What were her two requests ?
- (4) Where is Lanka ?
- (5) How was Sita rescued ?

2. Ask questions to which the sentences given below are answers :—

- (i) The lamps were not yet lit.
  - (ii) Kaikeyi was one of the step-mothers of Rama.
  - (iii) She wanted Rama to go to the forest.
  - (iv) She was a very wicked woman.
  - (v) Sita was carried away by Ravana.
-

## LESSON 20

### MY COUNTRY

ought

need

country

brave

noble

proud

true

kind

try



I ought to love my country,  
The land in which I live ;  
Yes, I am very sure my heart,  
Its truest love should give.  
For, if I love my country,  
I will try to be a man  
My country may be proud of,  
And if I try, I can.

She wants men brave and noble,  
She needs men true and kind,  
My country needs that I should be,  
The best man she can find.

### Exercise

**1. Answer :—**

- (i) Why should you love your country ?
- (ii) What does your country need ?
- 2. Say the poem from memory.
- 3. Note that every line in a poem begins with a capital letter.
- 4. After each of the following words write a word that rhymes with it ; write more than one if you can :—

run	fun
grand	...
mad	...
bed	...
find	...

---

## A HERO OF BENGAL

hero	pond	wild	earned
army	pluck	boar	circus
tamer	soldier	fame	beast
chase	hunter	rolled	suddenly
develop	courage	village	moment

Here is a story about a Bengali hero. His name is Lt. Col. Suresh Biswas. He was born in a village in Nadia.

Even as a child Suresh began to show signs that he would be a hero. He never knew what fear was. At school he took more pains to develop his body than to train his mind. At the age of eleven he was known to all for his courage.

One day three English hunters gave chase to a wild boar. Little Suresh was going to fish in a pond nearby. Suddenly the wild boar came running in his way. He had a friend with him who cried out in fear. But brave Suresh stood before his crying friend with only a fishing-rod in his hand. As the beast came up to them, he struck it such blows with his fishing-rod that the beast rolled on its sides.

In a moment the hunters' dogs were on it. The hunters also came up and made a prize of the boar. They spoke highly of the Bengali boy's pluck. They said to little Suresh, "You are a very brave boy.



One day you will be a great man." And this brave little boy really became great when he grew up.

The little hero at first went to Europe and then to Brazil in South America. He first joined a circus party, and earned a great name as a tamer of wild



beasts. He then joined the army in Brazil, and became a soldier of great fame. He was the first Bengalee to become a great army leader and a Lieutenant Colonel in a foreign land.

### Exercise

Say :—

1. Where was Suresh born ?
2. How did he kill the boar ?
3. What did the English hunters tell Suresh ?
4. What did he become when he grew up ?

Pronunciation :—

Colonel ( kur'-nel ), Lieutenant ( lef-ten'-ant ), hero ( her'o ), boar ( bor ), sign ( sīn ).

Grammar :—

*Suresh was a brave boy*—'Suresh' refers to a particular boy, but the word *boy* may be applied to any other boy as well as to Suresh. So *Suresh* is a Proper Noun and *boy* is a Common Noun. Similarly, *child*, *village*, *soldier* are Common Nouns, but *Bengal*, *Brazil*, *England* are Proper Nouns.

Point out the Nouns in the following and say whether they are Common or Proper :—

- (i) Suresh struck the boar with a rod.
- (ii) The hero went to Europe.
- (iii) The brave soldier went to many lands.

## LESSON 22

# A GREAT SCHOLAR

plain	invite	greatest	scholar
simple	jungle	palace	learning
money	sacrifice	study	wonder
peace	able	prince	clothes
doubt	hut	noble	return

In the past there were many great scholars in India. Ramnath was one of them. He was the greatest scholar of his time.

Ramnath led a simple life. He lived in a poor hut, far away from other people. His food was very plain. And still he was happy. His wife also lived with him and she was happy too.

At that time Krishnachandra was the king of Nadia. He was a noble prince. He heard of Ramnath's



deep learning and wanted to do something for him. One day he invited the scholar to his palace, and when Ramnath came, he wanted to give him land

and money. But, do you know what Ramnath said ? He did not take the land or money. He said, "O prince! people call me *Buno* or the jungle-man, because I live away from them. I am poor no doubt. I do not get rich food to eat, my clothes are not nice, but I am happy. I can study here in peace. If I take money and land from you, I shall be rich no doubt, but I shall not be able to study in peace. So, O king ! do not give me anything and let me go away."

So saying, Ramnath returned to his hut. The king was filled with wonder at the sacrifice of Ramnath.

### Exercise

#### Oral :—

1. What was Ramnath ? 2. Why was he called 'Buno' ?
3. What did he eat ? 4. Where did he live ? 5. What did the king want to give him ? 6. Why did he not take the king's presents ?

#### Grammar :—

*Army, crowd, fleet* are Collective Nouns for they are the names of a number of persons or things.

*Learning, wisdom, goodness* are Abstract Nouns for they mean a quality or a state.

The *wood* of the table. The *gold* of the chain. The *paper* of the book are examples of Material Nouns.

To what class do the following Nouns belong ?—  
peace, silver, class, wonder, kindness, library.

## LESSON 23

# THE FLAG OF INDIA

saffron	English	rule	unity
leader	truth	flag	freedom
oath	national	hero	fought
later	cause	amongst	countrymen

We are the children of India. India is a free country now.

For a long time, India was under the rule of the English. At that time, the Indians were not happy. They wanted to be free.

It was Surendranath Bandopadhyaya, who first taught the Indians to fight for their freedom. They fought, but could not be free. At that time, the English flag was flying over India.



Later on, came Gandhiji and Subhaschandra. Gandhiji was a great man. He had a very kind heart

and he loved the poor. He gave up his life for the cause of unity amongst his countrymen. He was called the Mahatma, or the man with a great soul.

Subhaschandra was a brave leader and a great hero.

He had no fear. We call him Netaji or the leader.

Gandhiji and Subhaschandra helped to make India free. Today the Indian National flag is flying over the land.

O u r National flag has three colours—saffron, white and green. The saffron

colour stands for courage and sacrifice, the white stands for truth and peace, and the green colour for faith.

Let us all stand under the National flag of India and take an oath to keep up the honour of our flag.





**Mahatma Gandhi**





**Exercise****Oral :—**

1. Who first taught the Indians to fight for freedom ?
2. Why was Gandhiji called the Mahatma ?
3. Who was Netaji ?
4. What are the colours of our National flag ?

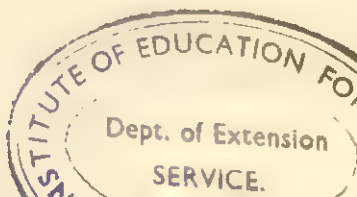
**Written :—**

5. Use in sentences of your own :—  
keep up, for a long time, take an oath, the poor, later on.
6. Describe our National flag and write down what the colours stand for.
7. Write down what you know about Mahatma Gandhi and Netaji Subhas.

**Grammar :—**

Turn into present tense :—

- (a) They taught the Indians.
- (b) Gandhiji was called the Mahatma.
- (c) Men honoured the flag.
- (d) The flag flew in the air.



## LESSON 24

### A CITY OF PALACES

formerly	temple	palaces	buses	sight-seer
capital	cars	interest	trams	memorial
crowded	busy	playing	seems	vehicles
packed	burn	shops	city	attractive

Calcutta is the largest city in India. It is larger than many other cities of the world. Formerly, it was the capital of India ; now it is the capital of West Bengal.

Calcutta has many beautiful things for the sight-seers to see. There are the Indian Museum, the Zoological Gardens, the Victoria Memorial Hall, the Temple of Pareshnath and many other places of interest. There are so many big buildings and palaces in the city that it may be rightly called 'a city of palaces'.

The streets of Calcutta are always crowded. People always come and go, and there are trams and cars and buses in large numbers. Sometimes it is difficult to cross a road for minutes together.

The most attractive part of the city is the Chowringhee. On one side of it you see many big hotels and shops, and on the other the wide *maidan*. It is

always full of men. Here and there you can see big office-buildings, picture-houses and shops. The shops



**Victoria Memorial Hall**

are full of glittering things. At night Calcutta is full of burning lights. It is nice to see the bright lights in the streets and shops. With these the city looks like a fairy city.

### **Exercise**

**Say :—**

1. Which is the largest city in India ?
2. Why is Calcutta called the 'City of Palaces' ?
3. What are the places of interest in the city ?

4. Which is the most attractive part of the city ?
5. How does the city look in the evening ?

Put in the right words :—

1. Calcutta is larger—many other large—.
2. It is the—of West Bengal.
3. The city looks—a—city.

### Pronunciation :—

Calcutta ( Kal-kut'-ta ), museum ( mu-ze'-um ),  
Chowringhee ( chow-ring'-he ).

### Grammar :—

When we make a sentence, we first

(i) Name some person or thing ( *Subject* ); and

(ii) Say something about the person or thing ( *Predicate* );  
as—

Calcutta is a big city.

Here 'Calcutta' is the *Subject* and 'is a big city' is the *Predicate*.

Here are sentences cut up into two parts—*Subject* and *Predicate*. Fit the proper parts together and write out each sentence in full.

Calcutta	is a busy street.
The lights	are full of men.
The poor	shine at night.
The rich	live in huts.
Chowringhee	is the capital of West Bengal.
The streets	live in palaces.

---

## LESSON 25

# THE BUTTERFLY

pretty (pr'it-i)

butterfly

colour

wings

The pretty little

butterfly,

We know, by God

was made,

With many pretty

colours too,

Some white, some black,

some red.

God gave it wings,

and it can fly

Much higher than

my head ;

How very wise that God must be

By whom all things were made !



## Exercise

Oral :—

1. Who has made the butterfly ?
2. How does it look ?
3. Say the poem from memory.

**Grammar :—**

God made the *butterfly*.

Here the word *butterfly* is the Object ( and *God* is the Subject of the verb *made* ).

A. Point out the objects in the following :—

1. The girl smelt the rose.
2. The boy kicked the ball.
3. The man ate the mango.
4. Hari saw the game.
5. He loves foot-ball.

B. Point out the subjects in the following :—

1. God is kind.
  2. The kindness of God is great.
  3. He made the beautiful wings of a butterfly.
  4. The beautiful wings of a butterfly are lovely to look at.
  5. Who does not love God ?
-

# LESSON 26

## THE SEASONS

season	winter	cloud	harvest	spring	rain
cuckoo	autumn	warm	pleasant	farmers	bare
bloom	brown	leaves	vacation	heavy	lily
river	ponds	dark	streams	pluck	sow
	crops		golden		boat

We have six seasons in the year. They are called spring, summer, the rains, early autumn, late autumn and winter.

Spring is the best season of the year. In spring the flowers bloom. Fresh, green grass covers the fields. Trees put forth new leaves.



The rose sends its sweet smell all round, and the lily looks ever so beautiful. The trees drop their fruits and the boys run for them. Birds sing sweetly in spring. The cuckoo sings, "Coo ! Coo !" The sky is



blue and cloudless. The air is pleasant; for the cold north wind is gone.



When summer comes, the days get warmer and warmer, till they are very hot. People can do very little work in summer and

the schools are closed for the long vacation. It is, however, a busy season for the farmers. They sow their crops when the rains wet the dry earth.



During the rains there



are dark heavy clouds in the sky. Rivers, streams and ponds are full. In some villages people cannot go about except in boats. But with the coming of autumn the sky clears up and is

filled again with golden light. It is also the harvest

time, when men cut the crops and pluck the fruits.

Then comes winter with the cold north wind. In winter the days are short and the nights are very long. The leaves of the trees turn brown or red, and fall down one by one. So the trees look bare and we do not see them in their beauty. But soon the spring comes again and we have another new year.



### Exercise

Say :—

1. How many seasons are there in the year ? Name them.
2. Which is the best season of the year, and why ?
3. When does the cuckoo sing ?

Grammar :—

(1) The flowers *bloom*. (2) Green grass *covers* the field.

In (1) the verb *bloom* is Intransitive. In (2) the verb *covers* is Transitive.

Point out the verbs in the above lesson and say whether they are Transitive or Intransitive.

---

## LESSON 27

### JAPANESE CHILDREN

polite	arrange	clothes	gown	<i>Japanese</i>
peculiar	images	vases	furniture	consist
island	proper	bows	mainland	beauty
	floor	thick	stool	flag

*fond of      made of      in their turn      put on*

Japan is a land of many islands. It lies to the east of the mainland of Asia.

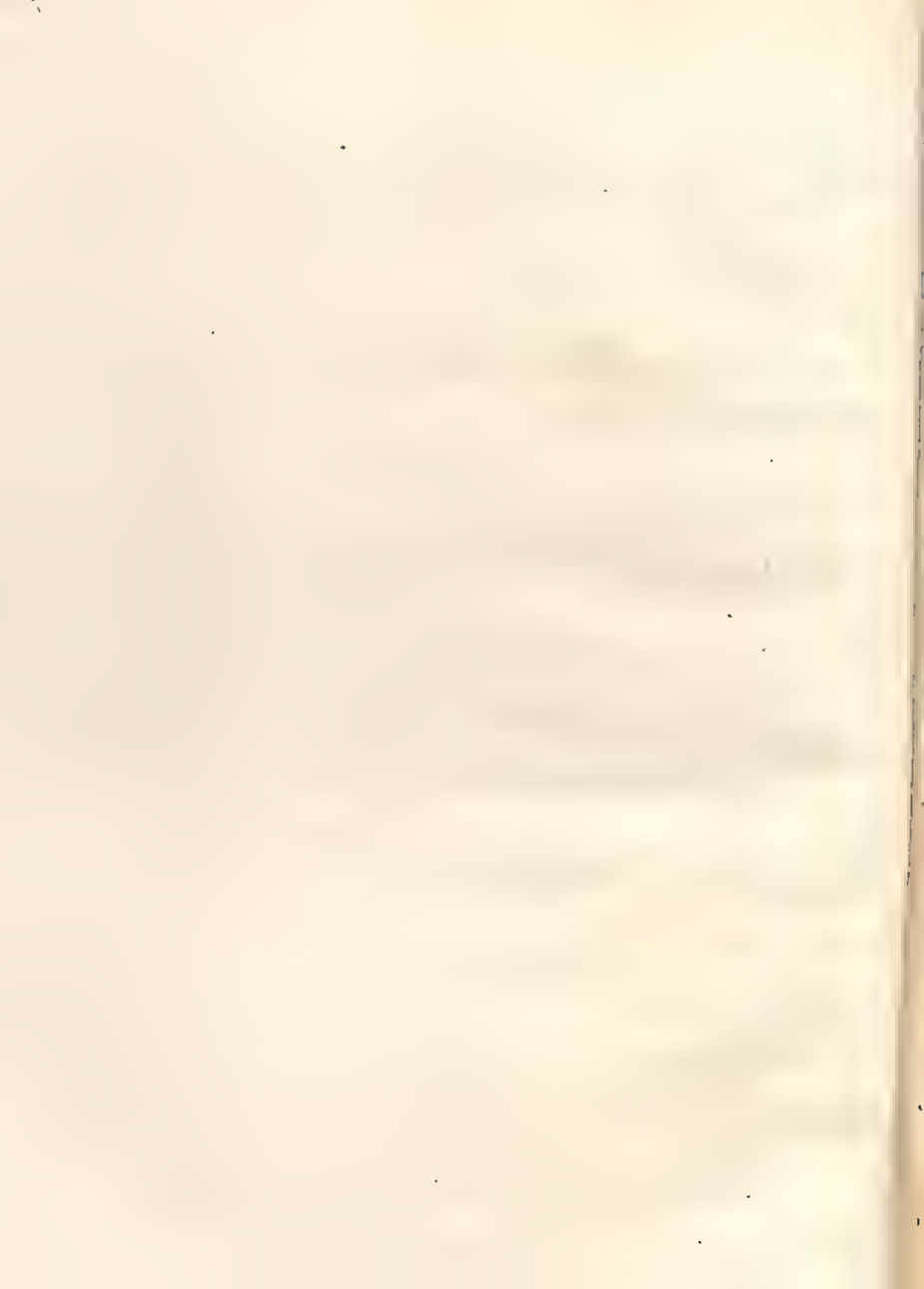
The Japanese are great lovers of beauty. They are very fond of flowers. Even their little girls learn how to make a room look pretty with flowers.

A Japanese house is very simple. Often the greater part of the house is made of wood or thick paper. The furniture consists of a stool or a small table and one or two vases.

Everything in the Japanese house is very nicely arranged and all is perfectly clean. Even the small children keep their things in proper places. At school they learn to arrange their books and slates neatly. How clean and cheerful the Japanese child looks !



**Japanese Children**



Japanese boys and girls are very polite. At school they make low bows to their teacher. Inside the class-room the children sit on the floor, while their teacher sits on a mat. They begin to learn dancing, singing, drawing and other things at an early age.



Babies in Japan are carried by their mothers in a peculiar way. They are tied to their mother's back. The women of Japan wear bright clothes. They do their hair nicely. Girls and women, and even some of the men carry fans.

Japanese children are very fond of kite-flying and top-spinning. They have many feast-days. The feast of dolls is for the girls, and then their dolls and

doll-houses are brought out. The boys have, in their turn, the day of flags, when images and arrows are brought for them.

The greatest festival in Japan is the New Year's Day. On this day the children get up from their beds before sunrise. They put on their best clothes. Each girl wears a long silk frock or gown called a Kimono. How happy they all are on this day !

### Exercise

Say :—

1. What sort of a land is Japan ?
2. What do the girls in Japan learn to do ?
3. How does the mother carry her baby in Japan ?

Put in the missing words :—

1. Japan is a — of many — . 2. They are very — of — .
3. They — their hair — .

Pronunciation :—

Japan ( Ja-pan ), bow ( pronounced as 'bau' when it means 'to salute', but 'bo' as in 'bow and arrow' ), Kimono (ki-mo-no), vase ( vaz ).

Composition :—

Suppose you have a pen friend in Japan and his name is Naguchi. Write a letter to Naguchi telling him about Bengal.

---



# LESSON 28

## A STORY

### FROM THE MAHABHARATA

goodness	respect	test	sin	noted
delay	<i>hawk</i>	pigeon	rule	agreed
plan	balance	trick	fix	weight
compare	heaven	throne	hid	flesh

*noted for      in this respect      put their heads together*  
*have a taste for      in a fix*

Long, long ago a great king ruled in India. His name was King Sivi. He was noted for his goodness. In those days there was none who could compare with him in this respect.

Once the gods in heaven wanted to test him. They put their heads together to make a plan. Indra, king of the gods, and Agni, the god of fire, came down from heaven to the earth. Indra took the form of a hawk, and Agni that of a pigeon.

King Sivi was seated on his throne, while a pigeon flew down to his arms and hid itself there. At once a hawk followed the pigeon into the hall.

The pigeon said to the king, "O king, the hawk is come to kill me. Do please save me."

The hawk, too, came before the king and said, "Oh King Sivi, the pigeon is my food ; please don't allow it to go. Without that food I shall die. If you save the pigeon, you will be the cause of my death. You will then fall into sin."

"I am ready to give you any other flesh than the flesh of this pigeon," said King Sivi. "Let me cook for you the flesh of a goat ; you should be satisfied with it."

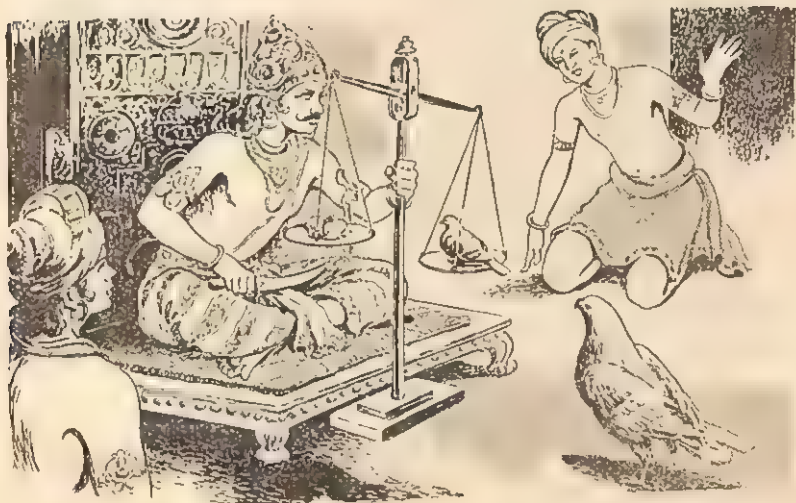
The hawk replied, "O noble king, I have no taste for any other flesh than that of the pigeon."

So the king was in a fix. He must save the pigeon, and the hawk was not ready to take the flesh of any other bird or animal. At last the hawk said, "All right, if the pigeon is so dear to you, then give me from your own body the flesh of the same weight."

King Sivi readily agreed to this and said, "You are indeed a nice bird. You have helped me to save the pigeon. I shall give you my own flesh at once."

A balance was brought before the king without

delay. The pigeon was put on one side of the balance, and the king after cutting the flesh from his body, put it on the other. The pigeon was heavier than the flesh. So the king cut more flesh. But the



more he cut, the heavier grew the pigeon. At last he himself stood on the balance.

Now, the hawk and the pigeon at once changed themselves into gods. They said, "Oh king, we played you this trick just to test your virtue. We have been highly pleased. You will live in heaven happily for all time."

**Exercise****1. Say :—**

- (a) For what was King Sivi noted ?
- (b) What forms did Indra and Agni take ?
- (c) Why did the gods come down on earth ?
- (d) How did the gods test King Sivi's virtue ?

**2. Pronunciation :—**

'Virtue' ( =ver'tu ), 'pigeon' ( =pij-un).

**Grammar :—**

Name the case of the Nouns in italics :—

- 1. *Sivi* was a great king.
  - 2. A *hawk* following the *pigeon*.
  - 3. The *king's* men brought a *balance*.
  - 4. The *wings* of the *hawk* were heavy.
  - 5. The *gods* played a *trick*.
-

## LESSON 29

### THE ARAB

desert	rocky	traders	mountain
sand	stream	gown	narrow
plant	cattle	cloak	straight
avoid	crown	flowing	stern
respect	tribes	leader	

*are nice to*

*from place to place*

In our land, the grass is always green, but there are places on earth, where you see no green grass at all. In Arabia you will see miles and miles of desert sand without any grass or plant or tree. It is a land of rocky mountains and small streams.

The men of Arabia are called the Arabs. Many of them have no home, but move from place to place with sheep, goats and herds of cattle. Many, however, avoid this hard life and live in towns and villages just as we do. Some Arabs are traders. They ride on camels and donkeys, and go out to buy and sell. They are very clever in trade.

The Arabs are tall and brown. They have a

long, narrow head, a straight nose and dark hair and eyes. Many of them keep a beard. They wear a long,



flowing gown over which they throw a cloak. They also wear a head-cloth. A small crown of wool keeps the head-cloth in its place.

Most Arabs live in tribes. Each tribe has a



leader, who is called the Sheik. The most powerful sheik in the district is called the Emir. He is held in high respect.

The Arabs look stern and war-like. But they are nice to strangers. They also know how to enjoy a joke. They lead a hard life but remain cheerful. How different they look from us ! But they are much the same men as we are.

### Exercise

#### 1. Oral :—

- (i) What sort of a land is Arabia ?
- (ii) How does an Arab look ?
- (iii) How does an Arab dress himself ?
- (iv) Who is an Emir ?

#### 2. Composition :—

In the sentences below one word is in italics and there is a blank space. Fill up the blanks with a word which is the opposite of the italicised word :—

- (1) The life of an Arab is *hard*, but our life is—.
- (2) Some Arabs live in *towns*, some in—.
- (3) Some love to *laugh*, others like to—.

#### 3. Grammar :—

Point out the nouns in the above lesson, and say to what class they belong.

---



## LESSON 30

# ALL'S RIGHT WITH THE WORLD

lark	thorn	hill-side
snail	heaven	dew-pearled

The year's at the spring,  
And day's at the morn ;  
Morning's at seven ;  
The hill-side's dew-pearled ;

The lark's on the wing,  
The snail's on the thorn :  
God's in his Heaven—  
All's right with the world !

*Robert Browning*

### Exercise

**1. Answer:—**

- (i) What time of the year is it ?
- (ii) What is on the hill-side ?
- (iii) Where is the lark ?
- (iv) Where is the snail ?

**2.** Say the poem from memory.

*THE END*

